

SS5216: CONTEMPORARY INTERVENTION APPROACHES

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Contemporary Intervention Approaches

Subject Code

SS - Social and Behavioural Sciences

Course Number

5216

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English, supplemented by Cantonese/ Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This engaging and transformative course offers students in social work, counseling, and mental health fields a comprehensive foundation in evidence-based intervention approaches. Designed for those who aspire to address diverse and complex challenges in their professional settings, this course provides cutting-edge knowledge and practical skills to help participants respond effectively to both emerging and long-standing social and emotional issues.

Students will examine a range of therapeutic frameworks and integrative practices—for example, systemic, compassion-based, and motivational approaches—alongside other contemporary models. Through a critical examination of these models' philosophical underpinnings, core principles, and unique characteristics, students will gain a deep understanding of how to integrate these approaches into their practice. The course combines thought-provoking lectures, interactive discussions, and hands-on exercises to ensure participants are well-equipped to make a meaningful impact in their fields.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Evaluate the philosophical underpinnings, theoretical assumptions, and distinguishing characteristics of the selected intervention approaches;	30	x		
2	Conduct rigorous analysis and assessment of the suitability and applicability of the selected intervention approaches to specific service targets and complex settings;	30	x	x	x
3	Apply evidence-based intervention approaches to address multifaceted social issues and facilitate meaningful and sustainable positive change;	20	x	x	x
4	Cultivate advanced critical thinking skills to systematically evaluate the efficacy, ethical considerations, and potential limitations of selected intervention in a real world context.	20	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture and Video Demonstration	Concepts, theories, and methods of selected interventions are explained. Video Demonstration about real life cases and scenarios will be shown.	1, 4	
2	In-class skills practice	Students are divided into groups to engage in hands-on activities and practice the skills associated with the selected intervention approaches.	2, 3, 4	
3	Case analysis	Case analysis is used as a pedagogical tool to facilitate further discussion and application of the selected intervention approaches.	2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	AT1: Self-reflection journal Each student is required to write a self-reflection journal between 800-1000 words. The journal is about the reflection of your experiences and learning in the experiential and demonstration sessions in lectures.	1, 2	20	Students are allowed using AI to: (1) conduct proof editing; (2) conduct preliminary analyses or literature review.	Yes
2	AT2: Quiz Concepts and theories learned in the course will be the focus of the quiz.	1, 2, 3, 4	40	-	No

3	AT3: Term paper One case study of a student, family, group, or event/ episode/ phenomenon, using techniques learned in the module.	1, 2, 3, 4	40	-	No
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Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Self-reflection journal (20%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Each student is required to write a self-reflection journal between 800-1000 words. The journal is about the reflection of your experiences and learning in the experiential and demonstration sessions in lectures. You can write on one or more episodes that are significant to your learning. Include in the journal how you would integrate your learning in your own practice and helping relationship.

Excellent

(A+, A, A-)

- Demonstration of good understanding on relevant theories and practice frameworks.
- In-depth self-reflection and analysis on personal strength and weakness for being a counselor
- Insight for further development or personal growth
- Superior quality of writing

Good

(B+, B, B-)

- Demonstration of good understanding on relevant theories and practice frameworks
- Good Self-reflection and analysis on personal strength and weakness for being a counselor
- Some thoughts on personal development
- Good quality of writing

Fair

(C+, C, C-)

- Demonstration of fair understanding on relevant theories and practice frameworks.
- Superficial reflection and analysis on personal strength and weakness
- Little or no insight on further self development
- Acceptable quality of writing

Marginal

(D)

- Demonstration of poor understanding on relevant theories and practice frameworks.
- Lack of or superficial reflection and analysis on personal strength and weakness
- A little mention about further development
- Weak writing skills

Failure

(F)

- Demonstration of poor understanding on relevant theories and practice frameworks.
- Lack of or very superficial reflection and analysis on personal strength and weakness

- Not mention about further development
 - Poor writing skills
-

Assessment Task

Quiz (40%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Multiple choice/short questions on basic concepts and major theories)

Excellent

(A+, A, A-) Correctly answer 75-100% of the questions.

Good

(B+, B, B-) Correctly answer 60-74% of the questions.

Fair

(C+, C, C-) Correctly answer 45-59% of the questions.

Marginal

(D) Correctly answer 40-44% of the questions.

Failure

(F) Correctly answer less than 40% of the questions.

Assessment Task

Term Paper (40%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

One case study of a student, family, group, or event/ episode/ phenomenon, using techniques learned in the module.

Excellent

(A+, A, A-)

- Writing: superior quality of writing
- Organization: good logical organization and coherent development of arguments
- Critical thinking: in-depth analysis and discussion of the issues and treatment approach, clear evidence of critical, reflective, and original thoughts
- Integration: comprehensive coverage of relevant theories and literatures, well understanding of the theories, good integration of theories and learning
- Reflectiveness: insight into the learning process of working on this case study, and also the relations between academic learning and everyday life or work experiences

Good

(B+, B, B-)

- Writing: Good quality of writing
- Organization: organization basically logical and evidence of coherence is shown
- Critical thinking: analysis and discussion of the issues and treatment approach, some evidence of critical, reflective, and original thoughts
- Integration: adequate coverage of relevant theories and literatures, good understanding of the theories, and integration of theories and learning can be found
- Reflectiveness: reflection on the personal learning through working on this paper or the course is demonstrated.

Fair

(C+, C, C-)

- Writing: acceptable quality of writing
- Organization: some difficulties in logical organization and coherence
- Critical thinking: superficial or lack of analysis and discussion of issues and approach, little or no evidence of critical, reflective and original thoughts
- Integration: superficial coverage of literatures, little evidence of integration, theoretical significance not well understood
- Reflectiveness: superficial personal reflection

Marginal

(D)

- Writing: weak writing skills
- Organization: weak organization and coherence
- Critical thinking: lack of analysis and discussion of issues and approach, a few sign of critical, reflective and original thoughts

Failure

(F)

- Writing: weak writing skills
- Organization: poor organization and coherence
- Critical thinking: lack of analysis and discussion of issues and approach, no sign of critical, reflective and original thoughts

Assessment Task

Self-reflection journal (20%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Each student is required to write a self-reflection journal between 800-1000 words. The journal is about the reflection of your experiences and learning in the experiential and demonstration sessions in lectures. You can write on one or more episodes that are significant to your learning. Include in the journal how you would integrate your learning in your own practice and helping relationship.

Excellent

(A+, A, A-)

- Demonstration of good understanding on relevant theories and practice frameworks.
- In-depth self-reflection and analysis on personal strength and weakness for being a counselor
- Insight for further development or personal growth
- Superior quality of writing

Good

(B+, B)

- Demonstration of good understanding on relevant theories and practice frameworks
- Good Self-reflection and analysis on personal strength and weakness for being a counselor
- Some thoughts on personal development
- Good quality of writing

Marginal

(B-, C+, C)

- Demonstration of fair understanding on relevant theories and practice frameworks.
- Superficial reflection and analysis on personal strength and weakness
- Little or no insight on further self development
- Acceptable quality of writing

Failure

(F)

- Demonstration of poor understanding on relevant theories and practice frameworks.
 - Lack of or very superficial reflection and analysis on personal strength and weakness
 - Not mention about further development
 - Poor writing skills
-

Assessment Task

Quiz (40%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Multiple choice/short questions on basic concepts and major theories)

Excellent

(A+, A, A-) Correctly answer 75-100% of the questions.

Good

(B+, B) Correctly answer 65-74% of the questions.

Marginal

(B-, C+, C) Correctly answer 50-64% of the questions.

Failure

(F) Correctly answer less than 49% of the questions.

Assessment Task

Term Paper (40%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

One case study of a student, family, group, or event/ episode/ phenomenon, using techniques learned in the module.

Excellent

(A+, A, A-)

- Writing: superior quality of writing
- Organization: good logical organization and coherent development of arguments
- Critical thinking: in-depth analysis and discussion of the issues and treatment approach, clear evidence of critical, reflective, and original thoughts
- Integration: comprehensive coverage of relevant theories and literatures, well understanding of the theories, good integration of theories and learning
- Reflectiveness: insight into the learning process of working on this case study, and also the relations between academic learning and everyday life or work experiences

Good

(B+, B)

- Writing: Good quality of writing
- Organization: organization basically logical and evidence of coherence is shown
- Critical thinking: analysis and discussion of the issues and treatment approach, some evidence of critical, reflective, and original thoughts
- Integration: adequate coverage of relevant theories and literatures, good understanding of the theories, and integration of theories and learning can be found
- Reflectiveness: reflection on the personal learning through working on this paper or the course is demonstrated

Marginal

(B-, C+, C)

- Writing: acceptable quality of writing
- Organization: some difficulties in logical organization and coherence
- Critical thinking: superficial or lack of analysis and discussion of issues and approach, little or no evidence of critical, reflective and original thoughts
- Integration: superficial coverage of literatures, little evidence of integration, theoretical significance not well understood
- Reflectiveness: superficial personal reflection

Failure

(F)

- Writing: weak writing skills
- Organization: poor organization and coherence
- Critical thinking: lack of analysis and discussion of issues and approach, no sign of critical, reflective and original thoughts

Part III Other Information

Keyword Syllabus

Narrative therapy, horticultural therapy, positive psychology, acceptance and commitment therapy, dialectical behavior therapy, motivational interviewing, mindfulness relapse prevention, meaning centered approach, body-mind-spirit approach, solution focused therapy, brief therapy, systemic family therapy, structural family therapy, compassion-focused therapy, satir transformational systemic therapy, inner relationship focusing, motivational interviewing.

Reading List**Compulsory Readings**

Title	
1	Gilbert, P., Simos, G., & ProQuest. (2022). Compassion focused therapy#: clinical practice and applications (P. Gilbert & G. Simos, Eds.). Routledge.
2	Miller, W. R., & Rollnick, S. (2023). Motivational interviewing : helping people change and grow (Fourth edition.). The Guilford Press.
3	Satir, V. (1991). The Satir model#: family therapy and beyond. Science and Behavior Books.

Additional Readings

Title	
1	Dealey, R. P. & Evans, M. R. (2021). Discovering theory in clinical practice: A casebook for clinical counseling and social work practice. Springe
2	Eisendrath, S. J. (ed.) (2016). Mindfulness-Based Cognitive Therapy : Innovative Applications. Springer International Publishing.
3	Hayes, S. C., & Lillis, J. (2012). Acceptance and commitment therapy. American Psychological Association
4	Gupta, S. K. (Ed.). (2022). Handbook of research on clinical applications of meditation and mindfulness-based interventions in mental health. IGI Global
5	Johnson, S. M., & T. Leanne Campbell, T. L. (2021). A Primer for Emotionally Focused Individual Therapy (EFIT). Routledge
6	McTighe, J. P. (2018). Narrative theory in clinical social work practice. Springer International Publishing
7	Metcalfe, L. (2017). Solution focused narrative therapy. Springer Publishing Company.
8	Parks, A. C., & Schueller, S. M. (eds.) (2014). The Wiley-Blackwell handbook of positive psychological interventions. John Wiley & Sons